

Overview

This lesson looks at how environmental conditions influenced the traditional lifestyles of Plains tribes. The lifestyles of the Osage and the Kiowa are explored to teach the concepts of sedentary and nomadic. The students will evaluate two primary sources in terms of their credibility, purpose, and points of view. Working in small groups the students will interpret the texts by creating illustrations. The lesson is presented over a four-day period but can be altered to fit individual classroom needs.

Standards

History:

Benchmark 1, Indicator 1 The student compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, and customs).

Benchmark 7, Indicator 2 The student examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).

Reading:

Benchmark 4, Indicator 5 The student uses information from the text to make inferences and draw conclusions.

Objectives

Content:

- The student will define sedentary and nomadic.
- The student will describe how the environment affected the traditional lifestyles of the Osage and the Kiowa.

Skills:

- The student will evaluate a primary source for credibility, purpose, and point of view.
- The students will use the information from the text to visually interpret the traditional lifestyles of the Osage and Kiowa.

Essential Questions

- How does the environment influence the way people live?
- How were American Indian tribes in Kansas different from each other?

Activities

This activity uses the following *Read Kansas* cards:

- **Meet the Osage**
- **Meet the Kiowa**

Day 1

1. As a class have the students read the **Meet the Osage** *Read Kansas* card. Discuss the meaning of “sedentary.” What evidence do we have that the Osage were sedentary? What in the environment allowed the Osage to be sedentary?
2. As a class read *Mr. Sibley’s Report* (on the back of the **Meet the Osage** *Read Kansas* card). Use the Evaluating a Primary Source graphic organizer. Have the students discuss the credibility, purpose, and point of view of the primary source.
3. As a class discuss the content of Mr. Sibley’s Report. Is it consistent with what we know about the Osage? Ask the students to give you key words that describe the traditional lifestyles of the Osage. Write those key words on the board and save them.

Day 2

1. As a class, have the students read the **Meet the Kiowa** *Read Kansas* card. Discuss the meaning of “nomadic.” What evidence do we have that the Kiowa were nomadic? What in the environment made the Kiowa nomadic?
2. As a class read *Satanta’s Speech* (on the back of the **Meet the Kiowa** *Read Kansas* card). Use the Evaluating a Primary Source graphic organizer. Have the students discuss the credibility, purpose, and point of view of the primary source.
3. As a class discuss the content of Satanta’s Speech. Is it consistent with what we know about the Kiowa? Ask the students to give you key words that describe the traditional lifestyles of the Kiowa. Write those key words on the board and save them.

Day 3

1. Review with the class the key words they used to describe the traditional lifestyles of the Osage and the Kiowa.
2. Divide the students into small groups. Tell them they are reporters from an illustrated newspaper back east. The readers want a better understanding of the Indians on the frontier. It is their job to develop a series of illustrations that explain that some tribes are sedentary and others nomadic.

Day 4

1. Ask each group to share their illustrations with the class. Assign the students not presenting to act as the newspaper editors and ask the group questions about their illustrations.

Assessment

- Observe the students' ability to evaluate the credibility, purpose, and point of view of the primary sources.
- Evaluate the students' ability to interpret the expository text and the primary sources in their illustrations.
- Evaluate the students' participation in presenting his or her group's illustrations and answering the class' questions.

For the Teacher

If you are using the textbook *The Kansas Journey*, use this lesson with pages 33-42.

For a basic source on American Indians in Kansas, see the following:

Unrau, William E. *Indians of Kansas*. Topeka: Kansas State Historical Society, 1991.

Answer key for the worksheet:

Primary Source	Mr. Sibley's Report on the Osage	Kiowa Chief Satanta's Speech at the Medicine Lodge Peace Treaties
Credibility <ul style="list-style-type: none">• Is the source knowledgeable?• How was the source recorded?• Is it believable?	Mr. Sibley worked with the Osage, so his report is based on what he saw. His report was written to the government as part of his work with the tribe, so it is believable.	Satanta was a Kiowa chief and he tells about his life as a Kiowa. He gave his speech at the Medicine Lodge Treaty negotiations. A reporter wrote it down. Satanta's speech is believable.
Purpose <ul style="list-style-type: none">• Why was it created?• How was it used?	Mr. Sibley's report was created as a part of his job. It was used to know how the Osage lived at that time.	Satanta gave his speech to tell what his life was like. It was intended to persuade the U.S. government to leave the Kiowa alone.
Point of View <ul style="list-style-type: none">• Who created the source?• What purpose did they have for creating it?• Does the creator have a particular opinion?	Mr. Sibley was an Indian agent who was assigned by the government to work with the Osage. He created the report as part of his job. His opinion seems to be friendly to the Osage.	Satanta spoke at Medicine Lodge, but a newspaper reporter wrote it down. Satanta wanted to persuade the U.S. government to leave the Kiowa alone. Satanta wanted his people to be free and he was against the government building reservations.

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Evaluating a Primary Source

Primary Source	Mr. Sibley's Report on the Osage	Kiowa Chief Satanta's Speech at the Medicine Lodge Peace Treaties
Credibility <ul style="list-style-type: none">• Is the source knowledgeable?• How was the source recorded?• Is it believable?		
Purpose <ul style="list-style-type: none">• Why was it created?• How was it used?		
Point of View <ul style="list-style-type: none">• Who created the source?• What purpose did they have for creating it?• Does the creator have a particular opinion?		